

International Geographical Union
Commission on Geographical Education
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Newsletter #9 July 2015

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Welcome to Newsletter #9!

Dear Colleagues

This newsletter comes out at a very significant time for Geography Education. The meeting in Moscow next month will be a key time for this Commission, as there is a strong education theme to the Congress. Not only will we announce the Declaration on Research in Geography Education, but also the new Charter on Geographical Education will be debated and discussed. We are also delighted to have been invited to take part in the Education Day – a very special feature of the 2015 Congress. We look forward to seeing many of you in Moscow.

As the academic year draws to a close for many of us, we would like to extend our best wishes to you all. It is great to be part of such a thriving and exciting community!

Clare Brooks, John Lidstone and Joop van der Schee

COMMISSION ON GEOGRAPHICAL EDUCATION NEWS

New regional contacts

The number of countries participating in our IGU Commission on Geographical Education work is growing steadily: since a few weeks Bulgaria and the Dominican Republic join us . Welcome to our new colleagues Asya Bogoeva and Maximo Portorreal!

New Charter

The original 1992 Charter written Prof Hartwig Haubrich and colleagues has been widely acclaimed as a benchmark document for international comparison and has been widely used by many thousands of stakeholders especially in education and research around the world. However, since 1992 the world has changed and with it the discipline of geography and geographical education. To address these changes the Commission on Geographical Education has redrafted the Charter, presenting it as an action plan to assist

policy makers, curriculum developers and teachers. The draft has been sent to all our contacts for comment and will be discussed on August 20 at the IGU Moscow Conference. The draft is also visible on our website www.igu-cge.org. After Moscow a final draft will be prepared for the 2016 IGU conference in Beijing to be endorsed by the General Assembly of the International Geographical Union.

International Declaration on Research in Geography Education

The IGU Commission on Geographical Education is looking forward to announcing the publication of the *International Declaration on Research in Geography Education* at the Moscow meeting in August. We are very grateful to everyone for their comments and participating in the extensive consultation. The final documents are in two parts: Two key documents have been prepared:

- The declaration itself : *International Declaration on Research in Geography Education*.
- Appendix which contains much more detail on the thinking behind the declaration.

These have been posted on the IGU CGE website: <http://www.igu-cge.org/>. Both documents can be accessed through the link in the box at the top right on the Home page. We would like to extend our thanks to Simon Catling and Liz Taylor who have worked tirelessly on this document on behalf of the UK Committee of the IGU-CGE and have done sterling work!

Research in Geography Education

A reminder also for any new research in geography education to be added to our web-based template to collect and collate information on Geography Education MA, MEd, EDD and PhD theses around the world. Creating this collection will greatly enhance our knowledge about geographical and environmental education. The on-line spread sheet can then be made available for researchers through the IGU-CGE website. We hope that all geography educators with the help of the regional representatives would be able to contribute information on the existing Geography Education theses.

(Geography Education Collection: https://docs.google.com/forms/d/1nrbVzveqZWDWWdouJfnKAK-cTHDdKwOdt7xt34mee8/viewform?usp=send_form)

IGU CGE Conference News

IGU 2015 Conference - Moscow

More than 80 papers and 20 posters will be presented during the sessions of the Commission on Geographical Education in Moscow from August 17 and 21, 2015. For those of you who will be there a special scheme of the CGE sessions will be available at the end of July at our website www.igu-cge.org. The general info about the IGU Regional conference including venue, general programme and excursions can be found at <http://www.igu2015.ru/>. Highlights in the week are the Commission business meeting on **Thursday August 20 at 9.30 AM in room 22** and the discussion about the Declaration on Research in Geography Education and the new Charter on Geographical Education.

IGU-CGE Conference 2016

Main conference in Singapore, 14 – 16 August 2016

Fieldtrip and special symposium in Shanghai, 17 – 19 August 2016

The theme of the conference is “Geography that matters – empowering learners for a diverse world”. As a prelude to the main congress theme of “Shaping our harmonious worlds”, the organisers are proposing that a deeper understanding of the diversities in our world will be a necessary condition to shape our harmonious future.

The IGU-CGE 2016 conference is organized by the Southeast Asian Geography Association in collaboration with the Geography Teaching Society of China. The conference features an interesting transect from Singapore to Shanghai, and for delegates going to the main congress, onwards to Beijing. True to the nature of Geography, the programme allows the delegates an opportunity to engage a diversity of landscape and contexts while discussing key issues of geography education.

The main conference will take place in Singapore (15 – 16 August 2016) followed by a fieldtrip to Hangzhou and Suzhou with a special symposium held at East China Normal University (ECNU), Shanghai (17 – 19 August 2016). The field visit will include a stroll along the West Lake with a local guide from ECNU, before heading on the Shanghai for the special symposium the next day. On 18 August, there will be a special symposium on “Geography that matters – achieving the capability of solving problems” with special sessions to understand the state of geography education in China as well as a visit to the Geography Education Laboratory and school visits. This will be followed by a sightseeing tour of Shanghai. On 19 August, the delegation will visit the ancient town Tongli that is in Suzhou. Delegates who intend to join the main congress will then travel to Beijing on 19 August on 5 hour high-speed rail.

Delegates will have one of 3 options:

1. Attend both Singapore and Shanghai legs before heading to Beijing
2. Attend Singapore conference only
3. Attend both Singapore and Shanghai legs but leave from Shanghai.

Details on call for papers and registration process will be available at <http://www.igu-cge.org/conferences.htm> or <http://www.seaga.info/events/forthcoming-events/igu-cge-2016> by the end of August 2015.

International Geography Olympiad

The 12th International Geography Olympiad (iGeo) will be held in Tver Oblast, Central Russia, from 11 to 17 August. Participation in iGeo continues to expand, with 41 countries applying this year. Argentina, Armenia, Bolivia, Brazil, Philippines and Thailand will be competing for the first time. The 2015 iGeo is being organized by the Ministry of Education and Science of the Russian Federation in cooperation with the Russian Geographical Society, Tver State University and Lomonosov Moscow State University. For more information, see igeo2015.com or email kathberg1@gmail.com.

Other conferences

The International Society for Digital Earth Symposium is being held in Halifax, Nova Scotia, Canada from October 5 to 11 (<http://digitalearth2015.ca>). There will be an extensive education session and outreach activities to promote geoliteracy throughout the event, as well as a gala dinner to raise funds to support geographic education and professional development for teachers.

The Canadian Association of Geographers recently held the annual meeting in Vancouver, British Columbia, Canada during which time the Education Study group hosted a number of papers and a joint session with the GIScience Group. Through these CAG groups, some members are contributing to a book (release early 2016) that focuses on GIScience Research and Teaching; a heavy emphasis on the teaching and geoliteracy was included at the outset for the publication.

International Symposium in Japan – 1st November 2015: International symposium will be held in Tokyo, Japan on 1st November. The theme is “ESD and Geography Education in Europe and USA”. Presenters are Dr. Clare Brooks, Dr. Sirpa Tani and Dr. Michael Solem. Organizers are Dr. Yoshiyasu Ida and Dr. Takashi Shimura.

Call for papers on research into geographical education

The Geographical Association's 2016 Annual Conference in Derby will include a series of sessions focusing on and reporting recent research into geographical education. There is scope within the sessions for papers on different types of research, for example action research into teacher's own practice, ethnographic classroom research or research into particular aspects of curriculum or assessment. If you are interested in presenting a paper visit <http://geography.org.uk/cpdevents/annualconference/derby2016/getinvolved/> to find out more.

Esri Education Conference Europe: <http://www.esri.com/events/euc/education>

Further announcements on Geographical Education

The London Geography Alliance was established in 2014 with a view to supporting the subject knowledge and pedagogy of teachers in primary and secondary London schools. The project is part of the Mayor's London Schools Excellence Fund. The Alliance unites teachers, academic geographers and education experts in workshops that focus on subject knowledge, curriculum innovation and resource development. For more information see: londongeography.org

Reading circle – Geography Education

David Örbring has created a reading circle that is flexible in pace, space and time in which we can discuss books that can relate to Geography Education - in science and fiction. Join us! I use Google+ for organizing this. Community: Reading circle – Geography Education.

Call for Authors: International Perspectives on Learning Progressions in Geography Education

The current status of learning progressions research in the U.S. was the focus of a recent GeoProgressions panel and workshop at the AAG Annual Meeting in Chicago. Those sessions revealed for the participants that a “learning progression” in education and educational research can take many forms, as can the ways learning progressions have been applied with students in classrooms. The picture becomes even more complex when viewed from the perspectives of educators in different parts of world.

Sensing an opportunity to learn from the experience of a more diverse community of geographers and educational researchers, the GeoProgressions project aims to produce an edited volume exploring the concept of learning progressions in the context of curriculum development, teaching and assessment practices in different countries. Application materials from prospective authors are due on **July 31, 2015**. The expected publication date for the volume is April/May 2016. For full details, download the official [Call for Authors](#).

Call for papers on Geography Education: current trends and anomalies in curriculum, pedagogy and assessment for publication in the Journal of Social Sciences. Please get in touch if you are interested in contributing a paper of between 6-8000 words to: Dr Sadhana Manik at manik@ukzn.ac.za

Exploring 600 of the world's largest urban areas:

<http://blogs.esri.com/esri/gisedcom/2015/05/01/exploring-the-worlds-largest-urban-areas/>

A new map in ArcGIS Online on the world's largest urban areas invites exploration into the size and distribution of these important places. This map shows the distribution of over 600 of the world's largest urban areas, based on United Nations data. The short article above contains an activity designed for educators to use with their students.

Examining the distribution of Starbucks in ArcGIS Online:

<http://blogs.esri.com/esri/gisedcom/2015/04/10/examining-the-distribution-of-starbucks-in-arcgis-online/>

A new interactive map highlights the new capability of generating “heat maps” by showing the distribution of Starbucks coffee locations. The map is quick to load but contains 18,680 Starbucks around the world. The article above provides some framing questions for educators.

Go Places with Spatial Analysis. A Massive Open Online Course (MOOC) beginning in September 2015 is for people who know something about data analysis and want to learn about the special capabilities of spatial data analysis. Spatial analysis focuses on location to gain a deeper understanding of data. Spatial analysis skills are in high demand by organizations around the world. You'll get free access to the full analytical capabilities of ArcGIS Online, Esri's cloud-based GIS platform. Previous experience with GIS software is helpful, but not necessary for tech-savvy problem solvers. Could you and your career go places with spatial analysis? <http://www.esri.com/landing-pages/training/spatial-analysis>

GeoCapabilities: teachers as curriculum leaders has recently completed its fourth project meeting in Helsinki (in May 2015). This coincided with the excellent NoFa5 conference (<http://blogs.helsinki.fi/nofa5-2015/files/2014/12/Final-Conference-Programme-of-NoFa5-Conference1.pdf>) which explored subject didactics – a theme very close to the heart of GeoCapabilities. The website continues to develop (www.geocapabilities.org) and the project now has over thirty associates from around the world. Someone asked us whether we could summarise

the project in one sentence: we say it is 'working towards a Future 3 curriculum in geography'. There! (and not even a complete sentence). We hope that teacher training materials will start to be available early 2016. Contact the project via the website.

Red Online 2015

The Pan American Institute of Geography and History (PAIGH) - Organization of American States - has recently funded an international project in geography education that will serve the purpose of promoting geographical knowledge among 21 countries, members of PAIGH. Secondary teachers are interacting and cooperating online to study how to teach global climate change in the Americas. The objective of this project is to determine how in-service teachers can work together to develop similar teaching methods, resources and tools to teach geographical knowledge on global climate change. This project is coordinated by Osvaldo Muniz Solari (P.I.) U.S., Graciela Cacace (Co-Pi) Argentina, and Maria Cristina Pineda (Co-Pi) Honduras.

Geography initial teacher education and teacher supply in England: A national research report by the Geographical Association

With clear signals of a looming crisis of teacher supply in geography, this report considers the impact of changes to ITE in England since 2010 and their effects on the quality and quantity of geography teachers being trained, and draws on a wide range of evidence to substantiate its findings and support its recommendations. Given that both educationalists and government agree on the 'vital importance of good quality teachers' to education in England, there can be no more important a focus for this first GA National Research Report.

http://www.geography.org.uk/download/GA%20ITE%20REPORT-final_web.pdf

Curriculum reform in Germany

For over two years a group of engaged geography teachers and teacher educators worked on the new geography syllabus for lower secondary schools for the federal states of Berlin and Brandenburg. The outcome of their endeavours could easily be ascribed the role model function of a competence based curriculum (as demanded by German politics) that does not simply copy the output-oriented national standards, but does offer substantive information about the input as well. This input was represented by the broader topics environmental risks, migration, global urbanisation, poverty, exploitation of resources, regional conflicts, globalisation and Europe's place in the world which all match the provision that school geography is firmly placed in the social sciences (VG Trier: 5 K 643/13.TR).

Publications

David Lambert is pleased to announce that a completely revised edition of the textbook *Learning To Teach Geography in the Secondary School* [Third Edition] is now available. Originally co-authored by David Lambert and David Balderstone (in 2000 and 2010), Mary Biddulph (Assistant Professor of Geography Education at the University of Nottingham, UK) has been brought into the team. This has brought several benefits!

Colleagues may also be interested in a new publication on getting published in geography, which is available free from Wiley Publishers, and can be downloaded for here: http://www.rgs.org/NR/rdonlyres/1EDE6923-FF5C-444A-93F6-B0E8EC2EEBBD/0/RGSPublishingandGettingRead2015_singlepagep1nowlast.pdf?elq_mid=3980&elq_cid=2212186

The number 1 2015 of **J-READING (Journal of Research and Didactics in Geography)**, the official Journal of Italian Association of Geography Teachers, awarded "Class A" by the Italian Agency for the Evaluation of the University System and Academic Research, has been published and the papers can be downloaded at <http://www.j-reading.org/index.php/geography>.

Research and Debate in Primary Geography, Edited by Simon Catling. Abingdon: Routledge, 2015

Research and Debate in Primary Geography brings together recent journal articles that make important contributions to understanding, developing and valuing geography in primary schooling. Its fourteen chapters report research with primary teachers and children and examine key concerns in primary geography. It considers primary teachers' and trainee teachers' knowledge about geography, geography in the primary curriculum, teachers' planning of geography teaching, teaching about aspects of geography, what high quality geography might look like,

and children's geographical understanding and voices. Though geography curricula change in countries around the world, these core matters remain of constant and vital importance. This book provides important perspectives for thinking about future developments in geography teaching and curriculum initiatives in primary schools. It is an informative, stimulating and enticing collection written by leading exponents of and experts in primary geography education. It is a significant contribution to the development, understanding and promotion of primary geography.

Dry Feet in the Polder?

Last June Adwin Bosschaart, geography teacher and teacher trainer in the Netherlands, finished his PhD study. The title is "Dry feet in the polder? Improving flood-risk perception of 15-year old students in the Netherlands". This thesis shows that geography education can play an important role in raising awareness and changing perceptions with respect to flood risk. The thesis is written in English, the student materials in Dutch. The Dutch minister of infrastructure and environment, Melanie Schultz, (see picture below) invited Adwin Bosschaart to discuss the outcomes and consequences of his study.



Some Recent Publications of possible interest to geography educators

(As ever our thanks go to Professor Simon Catling for assembling such an impressive list!)

Geographical and environmental education

Biddulph, M., Lambert, D. & Balderstone, D. (2015) Learning to Teach Geography in Secondary School. [3rd edition] Abingdon: Routledge.

Catling, S. (Ed.) (2015) Research and Debate in Primary Geography. Abingdon: Routledge.

Reynolds, R. (2014) Teaching Humanities and Social Sciences in the Primary School. Melbourne: Oxford University Press.

Reynolds, R., Bradbery, D., Brown, J., Carroll, K., Donnelly, D, Ferguson-Patrick, K. & Macqueen, S. (Eds.) (2015) Contesting and Constructing International Perspectives in Global Education, Rotterdam: Sense Publishers.

Tyner, J. (2015) Stitching the World: Embroidered maps and women's geographical education. Farnham: Ashgate.

Education, curriculum, space and place

Kerr, K., Dyson, A. & Raffo, C. (2014) Education, Disadvantage and Place. Bristol: Policy Press.

Evans, W. & Savage, J. (2015) Developing a Local Curriculum: Using your locality to inspire teaching and learning. Abingdon: Routledge.

Spatial thinking

Davies, B. & the Spatial Reasoning Study Group (Eds.) (2015) Spatial Reasoning in the Early Years: Principles, Assertions and Speculations. New York: Routledge.

Groh, J. (2014) Making Space: How the brain knows where things are. Cambridge, Mass.: Belnap Press.

Karimi, H. (Ed.) (2015) Indoor Wayfinding and Navigation. Boca Raton: CRC Press.

Geographical and environmental studies

Anderson, J. (2015) Understanding Cultural Geography; Places and traces. Abingdon: Routledge. [2nd edition]

Hawkins, H. & Straughan, E. (Eds.) (2015) Geographical aesthetics: Imagining space, Staging encounters. Farnham: Ashgate.

Kruger, F., Bankoff, G., Cannon, T., Orłowski, B. & Schipper, L. (Eds.) (2015) *Cultures and Disasters: Understanding cultural framings in disaster risk reduction*. Abingdon: Routledge.

Molnar, P. (2015) *Plate Tectonics: A Very Short Introduction*. Oxford: Oxford University Press.

Murray, W. & Overton, J. (2015) *Geographies of Globalisation*. [2nd edition] Abingdon: Routledge.

Northcote, M. (2015) *Place, Ecology and the Sacred: The Moral Geography of Sustainable Communities*. London: Bloomsbury.

History of geography

Martin, G. (2015) *American Geography and Geographers: Towards Geographical Science*. Oxford: Oxford University Press.

Cartography

Branch, J. (2014) *The Cartographic State: Maps, Territory and the Origins of Sovereignty*. Cambridge: Cambridge University Press.

de Sena, C., Nunez, J., Ulugtekin, N. & Bandrova, T. (Eds.) (2015) *Children Map the World: Selections from the Barbara Petchenik Children's World Map Competition – Anniversary Edition*. Redlands: ESRI Press.

Monmonier, M (Ed.) (2015) *The History of Cartography Volume 6: Cartography in the Twentieth Century*. Chicago: University of Chicago Press.

Children's geographies

Cecire, M., Field, H., Finn, K. & Roy, M. (Eds.) (2015) *Space and Place in Children's Literature, 1789 to the Present*. Farnham: Ashgate.

Driscoll, C. (2014) *The Australian Country Girl: History, Image, Experience*. Farnham: Ashgate.

Kreutz, A. (2015) *Children and the Environment in an Australian Indigenous Community*. Abingdon: Routledge.

Geographical interest

Berberich, C., Campbell, N. & Hudson, R. (Eds.) (2015) *Affective Landscapes, Literature, Art and Everyday Life*. Farnham: Ashgate.

Macfarlane, R. (2015) *Landmarks*. London: Hamish Hamilton.

Clare Brooks - Executive Secretary to the IGU.CGGE



Contact us directly: igucge@gmail.com
IGU-CGE Website: <http://www.igu-cge.org/>